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ABSTRACT

Constituting the fourth Bureau of Indian Affairs progress report on the Presidential Secretarial Objective, this document indicates that: the project is moving according to schedule; the objective for fiscal year 1975 will be met; most areas are finishing presentations in depth; and activities will now focus principally on the needs assessment phase. Specifically, this report presents: (1) general comments and observations re: gradual transition; strengthening tribal governments; Federal employee attitudes; local adaptation of materials; state departments of education; BIA personnel (noneducation); high school involvement; differences within communities; and concern about retrocession; (2) project process (the modified objective and flow chart); (3) data re: the objective as of February 26, 1975 (84 BIA schools participating, 65 orientation presentations, 61 tribal decisions regarding continuation, 5 tribal options selected, and tabular data indicating progress by area office and school); (4) the programs and feedback of the audiovisual information package (Introduction; Selecting Education Goals and Assessing Educational Needs; Management Options--the Federal, Public, Tribal-Private, and Combination Schools); (5) project monitoring and evaluation (weekly report via telephone, operating plan, monthly report, tribal decision report, site program reviews, and periodic bureauwide meetings). (JC)

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RESEARCH AND EVALUATION REPORT SERIES NO. 29.04

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CONTROL OF INDIAN EDUCATION IN BIA SCHOOLS

A PROGRESS REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DECEMBER 1974
JANUARY, FEBRUARY 1975

RC009194

UNITED STATES DEPARTMENT OF THE INTERIOR
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MAY 1975

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PREFACE

This is the fourth progress report in FY 1975 on the Presidential/ Secretarial Objective for Education. As in the previous reports this one reflects not only the status of the project in terms of Area, Agency, and Tribal effort and progress, but also the modifications that have resulted from the self-correcting characteristic of the systems approach being employed.

The project is moving on schedule and indications are that the Objective for FY 1975 will be met. Most Areas are finishing presentations in depth and activities will now focus principally on the needs assessment phase.

PART I

GENERAL COMMENTS AND OBSERVATIONS

1. Gradual Transition: Experience has shown that tribes view the take over of control as a complex process which will require a gradual transition period. The gradual approach means that the tribe would assume control of parts of the school operation and gradually over a period of time take over the entire facility and program. The continuation of the project beyond the current fiscal year has been decided, which is supported by the findings concerning preference for a gradual approach to control.

2. Tribal Governments: The change to use of the project to strengthen tribal governments has meant several things. First, it has added status to the project by relating it to tribal governments. Second, it has tended to somewhat gear the process toward access to tribal governments at their official meetings. While this may have slowed the process, it has at the same time strengthened the overall project.

3. Federal Employees: Area Offices have shown the tape and audio programs to federal employees at areas, agencies, and schools. All too frequently, the federal employee expresses skepticism about working for a tribe inasmuch as most tribal governments do not have employment regulations that provide protection of the employee from tribal politics. This position is expressed by both Indian and non-Indian federal employees.

4. Adaptation of Materials: Area Offices are adapting the filmstrip programs to meet their local needs. Usually, the training package is

used as a basic guide and then the local unit expresses its own ideas as related to the school or community. Phoenix Area Office and the Navajo Area Office have done most to adapt the material.

5. State Departments of Education: State Departments of Education have been contacted and, as planned, are being involved at the local level. Alaska, Arizona, and New Mexico have all asked to be involved in the work and presentations have been made to them. Alaska Department of Education officials have been present for the presentations to villages. The filmstrips and audio tapes have been made available to the Arizona Department of Education.

6. Non-Education BIA Personnel: In several instances the non-Education staff of the BIA have been involved in viewing the filmstrips and in being oriented to the project. Phoenix Area Office has done an unusually good job of virtually saturating the entire Area with knowledge of the project. The Contract Officer in Aberdeen did an in-depth review of the contracting program. Involvement of non-Education personnel is vital and necessary. (This cannot be achieved without the strong support of the Area Director and the Education office.)

7. High School Student Involvement: The Phoenix Area has used the programs in the social studies classes in the school program. Informing high school students of the project has been suggested to all Area Offices.

8. Difference Within Communities: There have been some observations of differences between communities and their reactions as contrasted to those of tribal officials. In a few instances community members

have professed interest while tribal officials have expressed disinterest, and vice versa.

9. Retrocession: Tribal members usually ask many questions, but the one most often asked concerns retrocession. Will the BIA take back the service if the tribe decides they don't want it? Tribal members are concerned about this issue because the cuts in BIA positions of this year seem to indicate to them that there would be no position ceiling available if the tribe should decide after a year or two that they would like to return a service to the BIA. The specter of termination is then raised.

PART II

PROJECT PROCESS

The modified objective reads:

> By the end of FY 1975, in at least one-fourth (50) of the Bureau schools, by official action of a Tribal or Alaskan Village Government, a choice of the Management System will be made by those served by the schools.

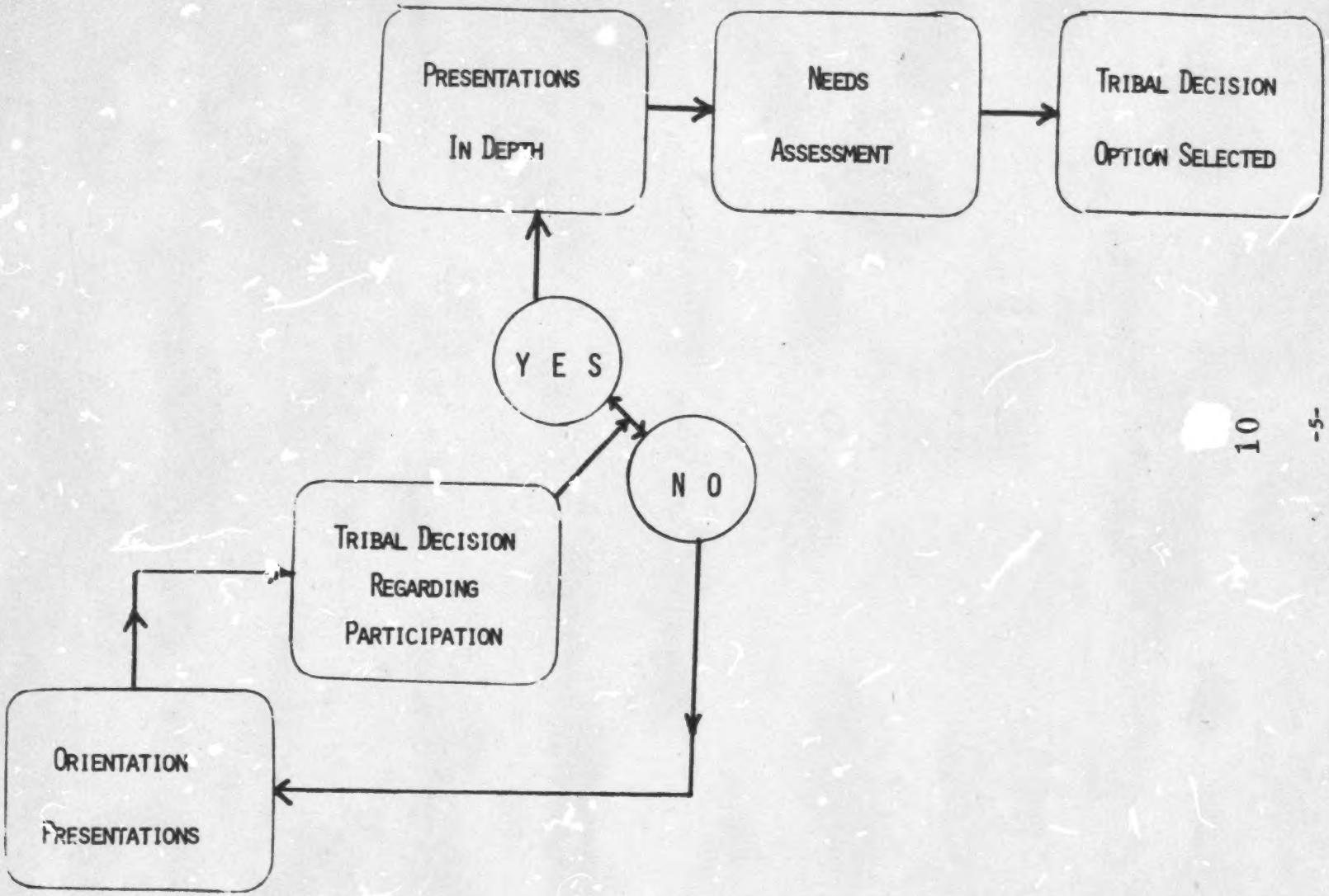
The process which reflects the way the above objective works throughout the Bureau of Indian Affairs is shown in the flow-chart on the following page. It should be noted that there are two decisions which tribal or village governments must make. These are:

1. A decision to undertake the process leading to participation in the project.

2. A decision selecting one of the management options.

A careful review of the process will provide a quick and easy understanding of the entire project.

PROCESS - SCHOOL MANAGEMENT OPTIONS



PART III

DATA ON THE PRESIDENTIAL/SECRETARIAL OBJECTIVE FOR EDUCATION AS OF FEBRUARY 26, 1975

I.	Total number of Bureau schools participating in the project	84
II.	Total Orientation presentations made to date	65
III.	Tribal decision regarding continuation	61
IV.	Tribal decisions: Option selected	5

Note: More than 100 separate appearances have been made on behalf of the objective.

Table 1 -- Progress by Area Office and School Date:

Area Office & Schools Participating	No. of Schools	Process Steps: Orientation Presentations	Tribal Decision Regarding Participation: yes	Tribal Decision Regarding Participation: no	Presentations in Depth	Needs Assessment	Tribal Decision Option Selected	Options Selected: Contract School	Public School	Federal School	Combination School	Other Option	Estimated Number of appearances on behalf of the Objective
ABERDEEN	16	16	16		16						Note: Area, Agency, EPA's & School Superintendents participate as presenters. Area Office general presentations entire program.		35
ALBUQUERQUE	4	3	3		3		1	1 (Tent.)					5
ANADARKO													
ORBS	3	3											
Jr. College	1	1											5
EASTERN	9	3	3		3								4
JUNEAU	14	14	14		14	5	4		3	1	Note: Presentation Team made up of: a) BIA Area b) BIA Agency c) Department of Community and Regional Affairs d) ASOSS e) Native Corporation f) State Department of Education		25

Table 1 -- Progress by Area Office and School Date:

Area Office & Schools Participating	No. of Schools	Process Steps: Orientation Presentations	Tribal Decision Regarding Participation yes	Tribal Decision Regarding Participation no	Presentations In Depth	Needs Assessment	Tribal Decision Option Selected	Options Selected: Contract School	Public School	Federal School	Combination School	Other Option	Estimated Number of appearances on behalf of the Objective	
MUSKOGEE	5													
NAVAJO Shiprock Agency 1 High School 6 Boarding Schools 3 Day Schools	10	10	10		10								9	Note: Efforts to contract participation of Tribal Education organizations for presentations have been unsuccessful so far.
PHOENIX	21	14	14		14								25	Note: Presentations to many interested groups have been requested and made besides the communities themselves. e.g. BIA Area, Agency, & School Staffs; State Department of Education Tribal Planning Committees.

Table 1 --- Progress by Area Office and School Date:

Area Office & Schools Participating	No. of Schools	Process Steps: Orientation Presentations	Tribal Decision Regarding Participation: yes	Tribal Decision Regarding Participation: no	Presentations in Depth	Needs Assessment	Tribal Decision Option Selected	Options Selected: Contract School	Public School	Federal School	Combination School	Other Option	Estimated Number of Appearances on behalf of the Objective
PORTLAND ORBS	1	1	1		1							Note: Presentations are being made to all 27 Tribes served by the school by Area Project Manager and School Board Members.	4
TOTALS:	84	65	61		61	5	5	1	3	1			113

PART IV

THE INFORMATIONAL PACKAGE

DEVELOPED AS PART OF THE

PRESIDENTIAL/SECRETARIAL OBJECTIVE

FOR EDUCATION

OVERVIEW OF 7 PRESENTATIONS[1]

Program #1: Introduction

20 minutes

1. *Explains the seven parts of the Presidential/Secretarial Objectives.*
2. *Explains what the Presidential/Secretarial Objectives are.*
3. *Explains role of Central, Area and Agency offices.*
4. *Emphasizes that the communities have a choice in their management systems of education*
5. *Briefly explains Needs Assessment.*
6. *Briefly explains the 5 options an Indian community has.*

Program #2: Selecting Educational Goals and Assessing Educational Needs

30 minutes

1. *Explains need for making a school assessment.*
2. *Explains step by step method for selecting educational goals and completing a total Needs Assessment.*
3. *Emphasizes need for making an informed choice - determining first what option the community wants.*
4. *Explains how to conduct a general evaluation of the school.*
5. *Explains what to do after educational goals and needs assessments have been completed.*
6. *Explains the role of BIA School, Agency, Area and Central Office.*

---

[1] *7 Program Series, Management Decisions in Indian Education. Overview prepared by David Burch, Phoenix Area Project Manager for the Objective.*

Program #3: The Federal School - A Management Option

45 minutes

1. *Explains some reasons for Federal School System and history of Federal system.*
2. *Discusses who may attend Federal Schools.*
3. *Discusses budget process of Federal system.*
4. *Discusses who is legally responsible for policy determination and how it is delegated.*
5. *Discusses Indian parental involvement, by school board, PTO, community meetings, etc.*
6. *Discusses Commissioner's and Area Directors' roles as Chief Administrators.*
7. *Discusses curriculum, administration, food service, transportation, plant operation and maintenance, school construction, staffing, teacher certification, housing, fringe benefits, accountability, for the Federal School System.*

Program #4: The Public School - A Management Option

50 minutes

1. *Explains legal requirements and implications of changing from Federal to Public School system.*
2. *Discusses history and background of Public School system.*
3. *Discusses laws governing public schools and their relations to Indian students (State, P.L. 875, P.L. 815, and Title IV).*
4. *Discusses budgets and funding sources. (Taxes, State and Federal funds)*
5. *Discusses State standards and revenue.*
6. *Discusses authority and responsibility of local elected school board.*
7. *Discusses role of State Department of Public Instruction.*
8. *Discusses curriculum and goals, advisory boards, (JOM), Policy Handbooks, State Boards, cafeteria, transportation, school maintenance, public school construction, staffing, salary schedules and administrative responsibility for public school operation.*
9. *Explains procedures for turning over BIA schools to a public school operation.*
10. *Discusses relationship between the school board and school administrator.*

Program #5: The Tribal-Private School - A Management Option

45 minutes

1. Normally called a contract school, with BIA providing funds through a cost-reimbursable contract.
2. Discusses funding, legal basis for contracting responsibility for administration and staffing.
3. Discusses history of contracting and authority for contracting.
4. Discusses the BIA and its mission to assist tribes in developing contracts.
5. Discusses steps in negotiating a school contract.
6. Discusses sources of funding, programs the community may want in their school.
7. Explains definite educational work requirements and conditions the school program must meet.
8. Discusses state codes, evaluation teams, decisions by the community and responsibility of local school board.
9. Discussions, hiring staff, interviews, curriculum, cafeteria, transportation, school maintenance, school construction for operation of a contract school.

Program #6: The Combination School - A Management Option

15 minutes

1. Explains cooperative plans that must be developed between either the public, federal or tribal or any two of these.
2. Discusses some basic management structures.
3. Explains by using examples of existing combination schools.
4. Refers back to other options for general information on actual school operation.
5. Explains by organization charts structure of existing schools, including public, federal and tribal-operated.
6. Discusses State School Law.

Program #7: Another Look - It's Your Move

15 minutes

1. Review 6 previous tapes - with short recap of options available to communities.
2. Requests communities to make a decision.
3. Tribal Resolutions.

General Comments

The seven program series was distributed to all Area offices in its final form in November, 1974. Several of the programs were available in preliminary form as early as July and utilized by the Central office and Area office project staffs in making Area office and Tribal/Community presentations.

A majority of the nine participating Area offices have viewed the entire series as of this date and several have spent considerable time in preparing auxiliary materials or in selecting or adapting the materials to their unique needs.

The programs have been in considerable demand by a wide range of interest groups. Of the fifty sets produced forty have been distributed.

The feedback from Area Office Project Managers and others using the series indicates generally favorable reaction to the packages. That is, it is felt that:

a. The information is presented objectively. There has been no claim from any viewers of bias toward any option.

b. The quality of the product (the programs) is good. That is, the scripts are generally well written and the graphics represent a good fit with the scripts.

c. The art work has been given high marks for being imaginative, well executed, and appropriate. Presentations have been made to Native American communities from Alaska to Mississippi and audiences have commented favorably on the characterizations.

d. The portability and replicability of presentations through use of the package has been well demonstrated, those criteria having been of major concern in developing the original rationale and format.

Utilization

The responsibility of the Central Office of Indian Education Programs was to produce an informational package which might be used in a wide range of geographic and cultural circumstances to provide comprehensive and objective information about available options for management of Bureau schools. That package was developed, and from the outset the intended users in Area Offices, Tribal Councils, and advisory school boards, and Indian communities were encouraged to review the programs critically and use or adapt them in any way that might be most useful.

In general, where Area Offices have moved vigorously to implement the project a somewhat similar utilization has taken place.

1. The project manager reviews the series and prepares an introductory presentation.

2. The introductory program presented to the Tribal Council, school board(s), and other interested individuals and groups.

3. Questions and discussion follow on participation in the objective activities (e.g. Would you like to view and study the other programs in the series?)

4. Sets of the materials are made available locally to facilitate continuing participation.

Area project managers are being ably assisted in a number of places by Agency and school BIA staff as well as by Tribal organizations making it possible to meet the increasing number of requests for presentations. The Shiprock Agency in the Navajo Area, for instance, has appointed a Navajo speaking staff member from each of its 10 schools as a member of a resource group responsible for making presentations to communities. Translation is essential. It is also a very demanding and difficult skill to master.

In Alaska the Juneau Area Office has formed a seven member team which makes the presentations together, the team members representing the several available options (e.g. The Native Organizations, the State Department of Education, the State Operated Schools, the BIA). The Phoenix and Aberdeen Areas have both provided thorough preparation for Agency Education Program Administrators and Superintendents who then provide much-needed assistance in making presentations.

Spin off

A number of wide-ranging and interesting things have happened in the utilization of the informational package in unexpected ways. While these outcomes were unplanned as part of the objective itself they were not completely unanticipated since the series represents the first known effort at a comprehensive and objective compilation of information on the several possible management options.

a. Local Indian Advisory School Boards have asked to use the materials in training for their members.

b. Several high schools have asked to use the series in their curriculum for Indian students. In at least one instance the students and faculty have undertaken to tailor the program to represent their own school.

c. Several Area Offices have made presentations to State Departments of Public Instruction at their request (e.g. Juneau, Phoenix, Albuquerque), and sets of the materials have been made available to them for full review.

d. The series has been used for BIA education staff training in the IERC and in several Area Offices with plans to have it as a basic training vehicle.

e. Non-education offices of the Bureau have been invited to sit in on presentations, and have asked to be included in further viewings.

f. Several colleges and universities have requested use of the series in their programs for Indian students.

Summary

An eighth program in the series is currently being written and will soon be available which will present the recently passed Jackson Bill (P.L. 93-638). The program will have a two-fold purpose:

a. Presentation of just what the law says for the benefit of Indians who wish to have a voice during the rule-making process.

b. Implications the law may have for contemplating any of the available school management options.

In conclusion, in the course of the writing and producing of the informational programs a number of warnings have been received from individuals who felt that some parts of the Introduction to the series would be considered by some Indian people as simplistic and possibly an insult to their intelligence. Since the format had to hopefully be useable across the entire length and breadth of the country it is possible that any style selected would not fit all situations. It is gratifying to report, however, that in no case where specific concerns were expressed did the participating person or group respond negatively. On the contrary, for the most part individuals and groups have expressed appreciation for the dignity accorded them as competent decision-makers who can judge what is most applicable to them and who can themselves weigh the advantages and disadvantages of alternative courses of action.

Any product can be improved, and certainly this series is no exception, given no limits of time and resources. For now, however, it represents the best information available on school management options in widely useable form which has been sequenced, and which has been reviewed for accuracy, interest, appropriateness, and usefulness.

PART V

MONITORING AND EVALUATION OF THE PRESIDENTIAL/SECRETARIAL OBJECTIVE FOR EDUCATION

A systems approach to management is characterized by information feedback toward continuous self-correction enroute to pre-established objectives. Useful information must be identified in advance and procedures developed for observation and measurement in the gathering and reporting of that information. These procedures and the specifications for them make up the monitoring and evaluation sub-system.

This discussion of monitoring and evaluation of the School Management Objective supersedes that which was described in the document entitled "Control of Indian Education in BIA Schools, Presidential/Secretarial Objectives for Secretarial Operations1 Planning System," dated May 1974. The revised monitoring-evaluation process and procedure is comprised of:

1. Operating Plan (No Change)
2. Weekly Report via Telephone Form BIA/OPS-03E
3. Monthly Report, Form BIA/OPS-04E
4. Tribal Decision Report, Form BIA/OPS-02E (No Change)
5. Site Program Reviews
6. Periodic Bureauwide Meetings - Purpose and Objectives for the January Meeting of Project Staff

The four report forms with instructions are presented in the following pages. The Site Program Reviews were presented in Research and Evaluation Report Series No. 29.01. A revision of what was presented in 29.01 is included in this report in the section entitled, "Program Review and Audit Procedures." THe periodic Bureauwide meetings will be scheduled as needed.

REPORTING PROCESS
AREA OPERATIONAL PLAN

Each Area Office is to prepare an Area Operational Plan and submit it to the Indian Education Resources Center (IERC) in Albuquerque. The Departmental form "Operating Plan - Presidential/Secretarial Objectives," which follows, is to be used in reporting the Area Plan.

The Area Operating Plan will change as the project progresses. Area Offices should review their Operating Plans monthly and when necessary, submit a revised plan.

UNITED STATES
DEPARTMENT OF THE INTERIOR

OPERATING PLAN – PRESIDENTIAL/SECRETARIAL OBJECTIVES
SECRETARIAL INFORMATION SYSTEM

Objective:

Project Manager	Title	Org.

DATE OF PLAN		REVISED *(date)*	

LEAD PERSON	MAJOR TASKS	PLN. VS. ACT.	TIME FRAME		RSRCS.	KEY ACTIONS OR DECISIONS	BY	DATES	
			START	END				PLN.	ACT
		P							
		A							
		P							
		A							
		P							
		A							
		P							
		A							
		P							
		A							
		P							
		A							

WEEKLY TELEPHONE REPORT

Each Area Office is to telephone a weekly report to the Indian Education Resources Center, 505/766-3314. Form 03E is used to structure your report. It is not necessary for Area Offices to submit a confirming written report on 03E.

BIA/OPS-03E

PRESIDENTIAL/SECRETARIAL OBJECTIVE: SCHOOL MANAGEMENT OPTIONS

AREA OFFICE:

WEEK ENDING:

WHAT HAPPENED THIS WEEK

WHAT IS PLANNED

SPECIAL ITEMS

PROBLEMS

DOCUMENTATION SUBMISSION

MONTHLY REPORTS

Form 04E is to be used as a basis for Area monthly reports. The form should be completed at the close of the month and should be mailed so as to reach the IERC by the end of the first week of each month. Please add a supporting narrative paragraph along with the completed form.

BIA/OPS-04E

Table 1 -- Progress by Area Office and School

-24-

Date:

Area Office & Schools	Process Steps	yes	no	Options Selected
	Orientation Presentations			
	Tribal Decision Regarding Participation			
	Presentations in Depth			
	Needs Assessment			
	Tribal Decision Option Selected			
				Contract School
				Public School
				Federal School
				Combination School
				Other Option

TRIBAL DECISION REPORT (Form BIA/OPS-02E)

PRESIDENTIAL/SECRETARIAL OBJECTIVES PROJECT (EDUCATION)

The Report Form is at the heart of the entire project and should be completed and submitted as soon as a decision is made by a tribal group. The instructions are self-explanatory and require a minimum of time to prepare. The report should be sent to:

Administrator, IERC
Bureau of Indian Affairs
P. O. Box 1788
Albuquerque, New Mexico 87103

Telephone calls relative to this report should be made to 505/766-3314.

BIA/OPS-02E

TRIBAL DECISION REPORT
Presidential/Secretarial Objective Project (Education)

(1) Area: _____ (2) Date: _____

(3) Agency: _____

(4) School: _____

(5) Tribal group making formal decision: _____

(6) Date of formal decision: _____

(7) Please describe briefly the decision made: _____

_____

_____

_____

(8) Please describe briefly the follow-up activities to be planned: _____

_____

_____

_____

(9) Report submitted by: _____

a. _____
Education Official and Date

b. _____
Area Director Signature and Date

PLEASE ATTACH COPY OF FORMAL RESOLUTION, ETC., REFLECTING DECISION.

OBJECTIVES FOR SITE MONITORING VISIT

1. *Review progress, activities and results to date in detail with Assistant Area Directors for Education and Project Managers. Criteria provided in Area provided operating plan plus detailed knowledge of informational package.*

2. *Articulate specific problems encountered (e.g. misunderstandings, need for additional technical assistance, etc.*

3. *Develop specific strategies to correct problems identified.*

4. *Develop projection of end-of-year (FY 1975) products and procedures.*

5. *Initiate FY 1976 operating plan for continuation of the objective.*

6. *Prepare a joint report (brief and succinct) for Project Manager on outcomes of the visitation before departure.*

United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20242

IN REPLY REFER TO:

Memorandum

To: Area Directors, Aberdeen, Albuquerque, Anadarko Eastern, Juneau, Muskogee, Navajo, Phoenix and Portland Area Offices
Attention: Education

From: Director, Office of Indian Education Programs

Subject: January Meeting of Area Project Managers Presidential/Secretarial Objective

In accordance with the operating strategy monitoring system for implementation of the Presidential/Secretarial Objective for Education, the Area Project Managers will meet with Central Office Monitors in Tempe, Arizona on Thursday and Friday, January 30 and 31.

The purpose and objectives for the meeting are to:

1. Review and compare Area progress in detail: Names, activities, results, documentation, etc.
2. Review the overall progress (Central Office Operating Plan) toward attainment of the objective.
3. Review problems and hangups.
4. Provide mutual assistance toward self-correction of operating plans.
5. Derive motivation and encouragement.

Mr. Jim Robey, of the Commissioner's staff will be in attendance. Mr. Jerry Waddell, Project Coordinator, and Drs. Thomas Hopkins and Paul Streiff, Project Monitors, will be conducting the meetings. You will be receiving a detailed agenda within a few days from IERC.

The meetings will be held at the Granada Royale Hometel, 1635 North Scottsdale Rd., Tempe, Arizona, Phone - (602)947-3711.

Mr. David Burch, Project Manager for the Phoenix Area Office, has made advance arrangements. Please contact Ms. Betty Nimz immediately to confirm details of your reservations.

PROGRAM REVIEW AND AUDIT PROCEDURES

A Part of the Monitoring and Evaluation Procedures for the Presidential Objective Pertaining to BIA School Management Options

It has been suggested that the Monitoring Process, related to the Presidential Objective, BIA School Management Options, could be improved by including procedures which would develop additional information. In discussing needs for additional material, it was determined that the following objectives could serve as guidelines. The objectives for the Program Review and Audit Procedures would be to:

- *Provide factual documentation and further proof of accomplishments as related to the objective.*
- *Identify actual and potential benefits to Indian People that are not a basic function of the School Management Objective, but can nonetheless be attributed to it.*
- *Review progress on the objective and make recommendations for improving efficiency and effectiveness.*
- *Identify effective practices and disseminate them to other BIA offices.*

The Program Review aspect is a form of assessment. The audit activity is to determine the extent to which an Area-wide program is progressing according to the operating plan. The audit will address the question, "Do activities reflect the plans?" The combination of the Program Review and Audit will provide an overall assessment of progress for an Area.

The Approach: A set of criteria which reflect program concerns will provide guidance for a four person team to use in the Review and Audit procedure.

The Team: The individuals who would conduct the Review would be one member from the Central Office, Education and one from the Area Office.

Report: The report of the Review and Audit should be discussed with Area personnel and a draft of a written copy left with them before a Team leaves an Area Office. Nothing should be written in the Report that is not discussed orally.

Preparation: Area Offices should receive ample notice prior to the Review and Audit. Advance notice makes it possible for Area Offices to gather supporting information before the Review and will improve the general efficiency of the entire process. Area Offices participating in the Review and Audit Procedure will likewise have advance notice of the criteria to be used.

Content of the Review: The criterial will for the most part structure the Review and Audit activity. Even so, there should be flexibility to go beyond the criteria. When it is deemed necessary to go beyond the criteria, this should be clearly described in the report and communicated to Area personnel.

CRITERIA

1. Tribal representatives are knowledgeable of the opportunities regarding the School Management Options.
2. BIA personnel at all levels are familiar with the program and understand its purposes.
3. Meetings have taken place between tribal members and BIA officials and more are planned.
4. Tribal members, other than officials of the tribal government, are aware of the opportunities to assume control of the school.

5. *There is documentation available which reflects:*

   a. *Initial meetings wherein the School Management Option was mentioned.*

   b. *Detailed planning reflecting thorough orientation of BIA personnel who manage the project.*

   c. *Decisions made by tribes and some explanation of why they did so.*

6. *There is evidence that the School Management Option Program will continue beyond Fiscal Year 1975.*

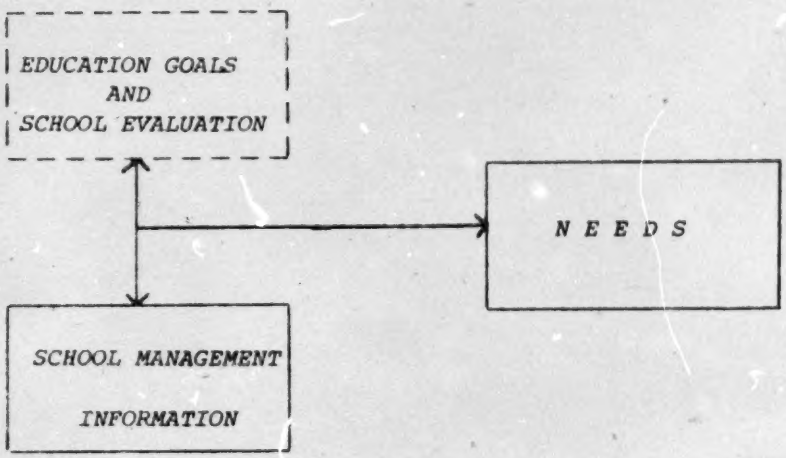
7. *There is evidence that the School Management Option has a spin-off effect to other BIA programs and has increased tribal desire to assume control of their affairs. (Note: Factual evidence to support this criterion should be supplied. Subjective opinions which are unsupported by fact should not be reported).*

PART VI

NEEDS ASSESSMENT

The Needs Assessment aspect of the total process has been described earlier in the project. Recently, it was changed in order to respond to recommendations from the Field and from the Department. As originally described, it placed emphasis on an evaluation of the quality of the school program in contrast to management information. The revised needs assessment is illustrated below. That part of the needs assessment that is shown in broken lines represents the aspect that was dropped.

NEEDS ASSESSMENT MODEL



While the development of educational goals and an evaluation of the school program is not required for purposes of the Presidential Objective Project, an Area or community may include it if they so desire. The minimum requirement for the Presidential Objective is school management information.

The three demensional illustration which follows has been presented in earlier work pertaining to the project. However, since it relates directly to the needs assessment it is presented again. The model describes the types of information needed for decision-making purposes regarding the various options. The vertical columns, "Information Categories" provide the basic types of information that should be developed. This information is then applied to the various options at the various levels of operation. The Information Categories describe minimal management information which provides the basic information for decision-making purposes.

MANAGEMENT OPTIONS FOR INDIAN EDUCATION